



Burbage Primary School

Anti Bullying Policy

Date of approval	16 September 2024
Approved by	Z Garbutt
Review date	16 September 2027

Document Change Record

Date	Change description	Who
July 2011	Updating of ERCPS Anti bullying policy, in line with St John's policy. Submission to Governing Body for approval. Approval given.	NC
June 2014	Review of Easton Royal Community Primary School's Anti Bullying policy and amendments to make it fit for purpose for a Primary Excalibur Policy. Posting to Google Docs for LGB comments	NC
August 2014	Final edits made & LGB comments incorporated.	JF
September 2014	Final Staff review and adjustments	NC
	Approval by BPS LGBs	
November 2015, 2016	No changes made during updates	
November 2017	Updated to include BPS' anti-bullying child-friendly leaflet images and specific language homophobic language as required from updated EAT Child Protection and Safeguarding policy. Policy re-named for Burbage.	NC
November 2019	Reviewed and updated	ZG
July 2021	Reviewed and updated	ZG
November 2022	Reviewed and updated	ZG
November 2023	Reviewed and updated	ZG
September 2024	Reviewed and updated	ZG

Status of Policy - statutory

Frequency of review - annual

Burbage Primary School Anti-Bullying Policy

Purpose

The purpose of this policy is to help to prevent bullying through the support of each Excalibur academy's culture of respect, care and consideration for others.

In having an anti-bullying policy we are:

- Raising awareness of bullying to all pupils, parents/carers and staff.
- Publically acknowledging that we consider bullying to be unacceptable and are committed to dealing with it.

Statement of Philosophy

Excalibur Academies Trust considers that bullying of any kind is unacceptable and our academy communities are committed to providing a caring, friendly and safe environment for all staff and pupils. Although bullying incidents in school cannot be ruled out, we continually strive to reduce the number of these incidents by creating a safe, caring environment where children are not afraid to talk about and discuss bullying, and where they know they will be listened to sympathetically. All pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We believe that the best way to do this is through consultation with pupils, parents, staff and governors which is why we review our policy and procedures at least annually as part of National Anti-Bullying Week. As part of Excalibur we feel there is strength in collaboration, working with our partner schools, including the local secondary school, in order to secure a common, consistent approach to anti-bullying.

Bullying is a form of abuse. In our academies it **will not be tolerated** in any form.

Everybody has the right to attend school in safety and to be free from fear and intimidation.

Excalibur Academies Trust seeks to minimise the opportunities for bullying to occur and this responsibility is shared by all members of our academy community. We look to parents and others to help when appropriate.

When bullying does occur we look to help both the victim and the person displaying bullying behaviour. To facilitate this, **the 'no blame' approach** will be employed initially (please refer to Appendix 3 for details). All bullying incidents will be recorded on form in Appendix 2.

Each academy community will aim to create an environment in which everyone can feel secure through:

- i. actively promoting being a 'telling' school by encouraging a positive attitude towards reporting incidents;
- ii. responding positively to reported incidents of bullying;
- iii. maintaining good order both in and out of lessons;
- iv. giving pupils strategies to 'keep safe';
- v. providing Incident Report sheets promoting a confidential, quick response.

In addition:

- Adults must aim to present themselves as anti-bullying role models.
- When responding to incidents of bullying staff will offer support to both the victim and the child displaying bullying behaviour. They will **always** take an incident seriously.
- In dealing with bullying incidents staff must not seek to apportion blame.

- Members of staff with a direct concern for students involved in incidents of bullying should be kept informed so as to facilitate a coordinated approach.
- Parents will be informed and their help and support will be sought.
- The school's PSHE+C (Personal, Social, Health Education and Citizenship) and tutorial programmes will emphasise everybody's right to attend school free from fear and intimidation.
- Whenever possible the 'victim' should be empowered as a result of the adult reaction to the perceived problem.

Definition of Bullying

We define Bullying as:

'Repeated or continual abusive behaviour which may be emotional, verbal or physical'.

Bullying is not tolerated at any Excalibur Academy. All members of each academy's community are made aware that bullying is unacceptable at all times. Occasional unkind behaviour will not be regarded as bullying and will be subject to normal sanctions for misbehaviour **See Behaviour and Discipline Policy**.

This definition of bullying has been discussed and agreed by representative groups of pupils, staff and parents. It has been agreed that this policy applies to staff as well as pupils (as it is possible for a member of staff can be the victim of bullying or sometimes even the instigator of bullying).

We recognise that bullying can take many forms, for example:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, using threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic, biphobic and transphobic - focusing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities); (see separate section in this policy)

Objectives of this policy

- To ensure that all pupils, parents/carers, staff and governors know what the academy policy is on bullying and what they should do if bullying arises.
- To ensure that all governors, staff, parents/carers and pupils have an understanding of what constitutes bullying.
- To set out a coordinated approach to preventing and tackling bullying.

Preventative strategies

All staff:

- Tell children from the day they join that bullying (of any kind) is NOT tolerated. Everyone is expected to ensure that it does not happen and has the responsibility to tell; this is not telling tales.
- Raise self-esteem of pupils through praise, reward system, positions of responsibility and circle times.
- Help the pupils to understand and celebrate differences caused by illness, medication, handicap or disfigurement etc. in order to increase tolerance and reduce the likelihood of bullying.
- Use PHSE+C lessons and role play to teach cooperation skills, and non-bullying ways of resolving conflict.
- Provide on-going opportunities to bring problems out into the open through regular circle time or the

use of puppets, for example.

- Teach children that by witnessing an incident of bullying and doing nothing they are actively encouraging bullying behaviour by being a passive bystander. Bystander power is the biggest weapon we have in tackling bullying; we need to teach pupils how to be effective bystanders and to take on social responsibility.
- Teach the children strategies for dealing with bullying themselves:
 - Use games lessons to teach the children that, when playing a game, the rules are laid down by all players, right at the beginning, and it is important to keep to these rules;
 - Use assemblies to demonstrate anti-bullying attitudes and the values we want to promote;
 - Involve the children in 'anti-bullying' week activities linked to our programme of PSHE+C.
- Have clearly defined, taught, playground rules and show that it is important to stick to the rules for everyone's best interest.
- Reward appropriate behaviour, and ensure that everyone knows the consequences of breaking the rules so that the system is seen to be fair.

Support through learning

The school will teach safety (and anti-bullying issues) as part of the curriculum. This includes work within Computing, science, sex education, PE, PSHE as well as through a whole school anti-bullying focus each year during the school's Anti-Bullying Week.

- PSHE+C lessons, where we discretely teach social and emotional skills through resources such as SEAL (Social and Emotional Aspects of Learning), e-safety, citizenship and friendship lessons.
- Assemblies/Collective Worship, where opportunities to discuss behaviour of others through stories enables children to learn how to respond in real life.
- RS (Religious Studies) lessons, where children learn tolerance.

Reporting Bullying

Victims of bullying often feel very isolated and alone; they need to know that once they have told someone about being bullied they will be protected from further bullying.

Children at our academies, whether victim or bystander, need to know that they can report incidents of bullying to any adult member of staff and that all incidents will be taken seriously. They need to know that action taken will be swift and sensitive to their needs. Children should be given time to talk and be praised for telling. Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue.

Procedures

- Whoever becomes aware of the bullying of a child should report this to the class teacher who will then investigate the bullying behaviour or threats of bullying.
- The class teacher is told and works with the children (independently in the first instance) to discuss the behaviours that have led to the allegation.
- All cases of bullying (as defined by the definition of bullying above) are recorded by staff on the Bullying report form and are given to the Principal (see Appendix 2).
- The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly.
- Support will be available for the person being bullied.
- An attempt will be made to help the bully/bullies change their behaviour.
- In serious cases or cases when a bully has had a previous meeting about their behaviour parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.

- At this stage parents of both parties will be informed in writing and may be involved in helping to resolve the situation, e.g. home/academy contract.
- If the situation is not able to be resolved, greater involvement of outside agencies may be requested.
- Exclusion will be considered if difficulties cannot be resolved within the academy environment.
- The situation will be monitored by staff to ensure that the bullying has stopped permanently.
- When a letter has been sent home, or parents are involved in discussion, a record of meetings/letters will also be kept in the record file.

In the case of a parent/carer/member of staff who feels they are the victims of bullying or they believe other adults are the instigators of bullying, they should report their concerns to the Principal. If the concerns involve the Principal, these concerns should be reported to the Chair of Governors and to the CEO at Excalibur. Where possible, concerns will be resolved informally. Where this is not possible, staff / governors should adhere to the Grievance Procedure which forms part of Excalibur's Employment Manual.

What sanctions are given?

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place in line with our behaviour policy which has clear list of sanctions. For example, loss of privileges within the academy, loss of playtime and letters to parents.
- In serious cases, temporary or internal exclusion will be considered. This may result in permanent exclusion after repeated offences. In very serious bullying cases the academy reserves the right to exclude a pupil who has been involved in a very serious incident of bullying another pupil/member of staff.
- If possible, the pupils will be reconciled.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Key role and responsibilities

Staff, governors, pupils and parents have been consulted in the writing of this policy. All members of the academy community have a responsibility to report bullying if they are aware that it is happening. Any member of staff will report incidents to the class teacher and, if it is a case of bullying, it will be reported to the Principal who will keep a record and deal with the situation/discuss further action. Governors have the responsibility to monitor the implementation of this policy.

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education and enquire how their day has gone, who they have spent their time with, for example.
- If parents feel their child may be a victim of bullying behaviour in school, they should inform the class teacher immediately, but not approach the other child in school or involve an older sibling. A parent's complaint will be taken seriously and appropriate action will follow.
- Tell their child that bullying is wrong.
- Reinforce the academy's policy concerning bullying and make sure their child is not afraid to ask for help and knows how to do so.
- If a child is being bullied on the way to or from school, the school should be informed. In incidents of cyber-bullying or bullying taking place outside of school in a park for example or over a weekend, parents should inform the school so that appropriate PSHE+C/Anti-Bullying lessons can take place. In such incidents a parent may wish to speak to the parent of the child concerned. If the bully is over the age of criminal responsibility (10 years of age) a parent may wish to involve the police. Helping a child keep a written record of incidents and frequency will help the police in supporting a family.

Cyber bullying - definition

Cyber bullying is the sending or posting of harmful or cruel texts or images using the internet or other digital communications devices. The DfE (Department for Education) define cyber bullying as:

‘an aggressive, intentional act carried out by a group or an individual using electronic forms of contact against a victim who cannot easily defend him/herself.’

Most cyber bullying is done by older children/young people. Although it leaves no visible scars, cyber bullying of all types can be extremely destructive.

Academy view

Within Excalibur academies we recognise the positive and negative uses of technology and the impact it can have on young people. The range of technologies being used by primary pupils is less than those used by older siblings, however they may have access to items such as:

- Mobile phones
- Instant Messenger/SnapChat
- Chatrooms and message boards
- Email
- Webcams
- Social Networking sites
- Video hosting sites
- Virtual Learning Environment (VLE's)
- Gaming sites, consoles and virtual worlds.

Advice to pupils

- Speak to someone if you feel you are being bullied by email, text or online.
- Show an adult what you have received.
- Never send any bullying or threatening messages in return. Anything you write and send could be read by an adult.
- Keep and save any bullying emails, text messages or images.
- **Don't** ever give out passwords to your mobile or email account.
- **Remember** that sending abusive or threatening messages is against the law.

Monitoring and Evaluation

Incidents will be monitored by the Principal. This will be through annual pupil and parent questionnaires as well as analysis of Bullying Record keeping. Those involving the principal's intervention will be reported to the governors on a termly basis via the principal's report to Governors.

The Principal and PSHE+C or Safeguarding link governor will review this policy every year during anti-bullying week and the review will reflect monitoring and feedback from staff, pupils, governors and parents.

Links to other policies

- Behaviour and Discipline policy
- Safeguarding and Child Protection policy
- Complaints Procedure

Useful Websites for Families:

<http://www.familylives.org.uk/>

<https://youngminds.org.uk>

<http://www.kidscape.org.uk/>

Appendix I.
GUIDELINES FOR CHILDREN, BY CHILDREN

What Can You Do If You Are Being Bullied?

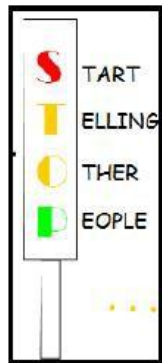
- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – say "No!". Walk confidently away. Go straight to a teacher or member of staff, or a trusted adult if you are outside of school.
- g) Fighting back may make things worse.
- h) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

Our child-friendly anti bullying leaflet:

What should I do if I am being bullied?



Tell someone:

- A teacher
- Any member of staff
- Your Mum/Dad
- A friend
- Someone you trust



Bullies Are:

- ☐ NOT COOL
- ☐ NOT FRIENDLY
- ☐ NOT POPULAR
- ☐ NOT RESPECTED
- ☐ NOT WELCOME
- ☒ ALL OF THE ABOVE

We can work together to help someone who behaves like a bully to S.T.O.P.

AT BURBAGE. WE STAND UP TO BULLYING!



Burbage
Primary School

Child Friendly
Anti-bullying
Leaflet



Together we can STOP Bullying

What is Bullying?

Several
Times
On
Purpose

In our school a person is a bully if they hurt someone more than once by using behaviour that is meant to hurt, frighten or upset another person.

What our School will do to help?

We always treat bullying seriously. We will work together to find a way to make it S.T.O.P. so that you can feel safe and happy in school.



Emotional: Hurting your feelings; leaving you out; saving places for other people and saying you can't sit there; bossing you about too much.

Physical: Punching, kicking, spitting, hitting, pushing; taking or breaking your things.

Through a 3rd person: Sending a friend with horrid messages.

Verbal: Teasing you; calling you names; saying you must do something or they won't be your friend; using rude hand signs.

Racist: Writing graffiti; calling you racist names.

Sexual: Making rude comments; touching you when you don't like it; saying you are 'Gay'.

Cyber: Sending you unkind texts, email or posts on social media; writing about you.



What to do if you are being bullied?

DO

- Ignore them.
- Use eye contact and tell them to go away.
- Walk away.
- Act as though you don't care what they say or do.
- Remember it is NOT your fault!
- Tell someone you trust

DON'T

- Do what they say.
- Look upset or cry.
- Get angry.
- React aggressively/Hit them.

What to do if you see someone being bullied?

- Tell the bully to S.T.O.P. if it is safe to do so.
- Don't stay silent or the bullying will keep happening.
- Tell someone you trust—working together will make it S.T.O.P.!

Appendix 2

Excalibur Primary Academy Central Logging Form for bullying incidents

Reported by: _____ (please print full name)

Name of pupil/s who have reported bullying: _____ Yr _____

Name of pupil/s who have been reported as bullies: _____ Yr _____

Date and time of incident/s _____

Indicate type of incident/s – please tick one or more boxes

Verbal abuse		Isolation (including being ignored or left out)		Physical abuse	
Having personal possessions taken/ causing damage to personal property		Cyberbullying (including text messages, emails, social networking sites...)		Being forced to hand over money	
Being forced into something against their will		Spreading rumours/ nasty notes		Other (please specify)	

Brief description of incident/s (attach further information on separate sheet if needed)

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Advice given/ action suggested by person who logged this complaint

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a) Have the parents/carers of the pupil/s who were bullied been informed?_____

If not, why not? _____

b) Have the parents/carers of the pupil/s who have bullied been informed?_____

If not, why not? _____

Appendix 3 – Guidance for Staff - The ‘No Blame’ Approach

The central conception of the ‘No Blame’ approach is that the staff who are investigating an alleged incident of bullying should not seek to apportion blame.

Frequently incidents of bullying are not simply a case of one person picking on another. It may be that the ‘victim’ has acted in a provocative way. It is also recognised that people who bully are often victims themselves. In either situation any attempt to apportion blame can lead to the bullying person being alienated. This in turn makes it very difficult to help that person to modify their behaviour.

The ‘No Blame’ approach seeks to lead bullying people to an understanding of the effect their behaviour has on their victims. This process is more likely to help such a person than the imposition of sanctions. It also seeks to help ‘victims’ understand that their behaviour can, though this is not always the case, provoke a bullying response from others.

Staff investigating alleged incidents of bullying should take care to discover as many of the facts as possible. They should listen sympathetically to all sides. They should try to help the person displaying bullying behaviour to understand what they have done wrong, explore reasons why they displayed such behaviour and to help them to modify it.

Victims of bullying behaviour will be offered support. If the child appears to be victimised on a frequent basis staff should explore possible reasons and offer advice. A bullying monitoring sheet can often aid this process.

If a child continues to display bullying behaviour the imposition of sanctions should be considered. Wherever possible sanctions should not be simply punitive but should form part of the staff member’s attempt to help the child to modify their behaviour.